What's the call on CALL?

— For language teachers who haven't reached the stage of computer worm yet —

Hiroko Ikenami

The development of modern technology brought with it a new tool for language teaching and learning in the 1980's. This tool, the microcomputer, is used in learning in general, either at home or in the classroom. Consequently, there are no language teaching journals which don't talk about CALL (Computer Assisted Language Learning) nowadays, and its effectiveness for both teachers and students has been discussed repeatedly. Sanders and Kenner (1983) explain that this movement toward CAI (Computer Assisted Instruction) stems from the surge in popularity which has made computers more economically accessible, as well as from recent developments in software which have led to greater user-friendliness and adaptability (p. 33).

The use of microcomputers in teaching and learning languages is still very controversial, yet it has a great potential. The purpose of this paper is to present ideas for language teachers who are computer-beginners but are interested in CALL, on how to make use of computers in their classrooms using some simple software already on the market. To achieve this purpose, the paper consists of four sections: First, observations of CALL in Intensive English Program at St. Michael's College in Vermont, U.S.A., are reported and analyzed. Second, reasons why CALL has teaching potential in Japan are discussed. Third, practical techniques for the communicative use of CALL suitable for Japanese class-

rooms are explored, based on findings from the observation and from comparison of ESL and EFL situations. Finally, two model lesson plans are presented as demonstrations of the use of CALL in the classroom.

Currently, many arguments continue to range about the use of CALL. A major criticism is that microcomputers can be teacher-substitutes which dominate the class, and that they take away from the interaction between the teacher and students; another is that they make use of courseware reflecting techniques used in the audio-lingual method of the 1960's such as drill and practice, which goes against today's emphasis on communicative language learning. These criticisms remind us of the decline of the language laboratory. Sanders and Kenner (1983) warn that ". . . unless changes are made in the current trend of courseware available for use in language learning, the computer as a learning aid may go the way of the language lab" (p. 33).

Contradicting these criticisms are assertions that a language classroom in ESL／EFL can profit a great deal from use of the microcomputer; these benefits include raising students' intrinsic motivation and increasing students interaction. Philip (1987) states that CALL programs which have elements of game-play and attractive screen presentations are intrinsically motivating. Also, compared with audio and video machines which are controlled by a teacher, a microcomputer can motivate students by giving them responsibility to operate the program by themselves. Furthermore, moving away from the traditional concept of work at the computer as always being an isolating one-on-one activity, many people are paying attention to the communicative use of CALL. Research on lesson structure, group dynamics, and the content of software is being actively undertaken (See C. Jones, 1986; Jones & Fortescue, 1987; G. Jones, 1986; Jordan, 1988).

Taking into account this controversy regarding CALL, this paper will examine how microcomputers and software can create a new language learning environment in Japan, where English is taught as a foreign language.

I . Observation of CALL in ESL Classrooms

Although ESL／EFL language teachers read CALL literature, how many of them actually try to use CALL in their classroom? Scott, Jolly, and O'Brien(1989) answer this question.

> Unless they have caught the microcomputer bug themselves, language teachers tend to react with a mixture of cynicism and anxiety to the new technology that is, say enthusiasts, poised to transform their profession. It is often seen either as an expensive and only marginally relevant extra, or as a threateningly inhuman rival, casting doubt on the continuing need for human teachers. (p. 49)

This description of language teachers' attitudes toward CALL is probably true. Even though all kinds of information on CALL are available, the important thing for language teachers is to have hands-on experience themselves and discover whether it is suitable for their classroom teaching or not. In this sense, it was significant to have opportunities for observing computer assisted language instruction in the Intensive English Program at St. Michael's College, Vermont.

The observation was made from October 1989 to Junuary 1990. Fifty two IBM microcomputers are available in three computer rooms, and used by under-graduate, graduate and Intensive English students mainly as word-processors on a daily basis. In Intensive English classes at the Center for International Programs, approximately 50 students are con-

stantly learning English as a second language in five classes, at sequenced levels of language proficiency.

The morning class, called "core class," reinforces reading and writing skills; the afternoon class reinforces speaking and listening, and then an elective class follows. Students, from various language backgrounds, stay in the class of their level until the end of the afternoon class, then go to the elective classes of their choice.

In this Intensive English Programs, two classes involved in the use of CALL were observed: One was a core class, the other an elective class. Two noteworthy points were recognized in these observations. First, the instructors in both cases were computer-beginners themselves but were highly interested in testing the effectiveness of CALL. Secondly, CALL was implemented under completely different conditions in each case. In the core class, there were four students at the same level of English proficiency, and CALL was used as a part of sequenced lessons. In the elective class, 13 students at various levels of proficiency were grouped together, and different kinds of programs were offered to students at one time. The following is a summary of the two cases, together with analyses and instructors' comments.

A. CALL in the core class

In this case, CALL was used by one practicum (trainee) teacher in the core class of level IV (high intermediate). The use of the microcomputer was incorporated into her 3-day session of grammar lessons. In the first 2 lessons, students worked on the use of "causative verbs," and microcomputers were used on the last day to lead a communicative activity reinforcing that grammar item.

Generally, popular CALL programs fall into three categories: word-

guessing games, structure drill and pattern practice, and simulation games. The program chosen for the activity was called "Double-up," which is a text reconstruction (word-guessing) game. Typically, a text-reconstruction game has an authoring system which allows the user to write and enter his/her own text. The instructor, using this authoring system, input four sentences in the program beforehand, each of which contained causative verbs. The time allotted was 45 minutes.

After a short review of the grammar item and a simple explanation of the program in the classroom, the four students were divided into pairs and given a text with four sentences blanked out. After moving into the computer room, students skimmed the text through and then began. Their task was to reconstruct sentences which were jumbled up in the program and to put them back into the text in appropiate places. At the end the lesson, handouts in which all the blanks were filled were collected by the teacher. Feedback was given later on.

After the lesson, comments were exchanged by the practicum teacher, her mentor teacher and the observer. Both instructors supported the importance of pre- and post-activities for CALL. In this lesson, the purpose was to combine grammar practice and reading skills such as skimming and prediction, within 45 minutes. However, it was noticed that students could not concentrate on the reading text once they sat in front of the machine: All they wanted was to play the game. It might have been better if skimming of the text had been done before they worked at the computer. Then a round-up (review) of the activity should take place in the following lesson to ensure that students got full benefit from CALL activity. The instructors thought that the program was a good choice for the purpose of the lesson and that it initiated the students' interaction by having them in pairs and giving them focused

tasks.

B. CALL in the elective class

The elective class "Language Learning at the Computer" was offered for 45 minutes, four times a week. Observation was undertaken all through the four weeks when the class was offered. There were 13 students in the class, whose language backgrounds were Spanish (4), Turkish (1), Arabic (1) and Japanese (7). As this class was considered big for a CALL class, the instructor had an assistant from the Computer Resource Center help students with technical problems, from simple questions about operation, to a solution when the program broke down.

Typically, the instructor brought several kinds of software to the class, such as "Double-up" (a text reconstruction game), "Word Attack" and "Hang-man" (drill & practice games), "The Oregon Trail," "Sleuth" and "Jenny's Journeys" (simulation games). Rules for each game were explained to each group either by the instructor or by a student who was familiar with these software. To increase the interaction between students in the target language, the instructor decided to make pairs or groups of students who were from different language backgrounds. The instructor moved from group to group, taking part in the activity or checking students' learning. Some games, such as the simulation adventure games which took time to finish, were saved on disk and continued in the next class.

All through the four-week session, it was clear that students enjoyed playing these games with their friends very much. The idea behind the use of CALL in this elective class was learning language while having fun at the computer. Thus, there were not so many constraints on students as to how they should play, or what task they should accomplish.

Students often asked the instructor for their favorite programs or for more time to play. Those who were working on the text reconstruction or vocabulary games asked questions and got hints from the instructor or from peer students.

However, an unexpected outcome was that the minimal amount of interaction among students. Most of the language they used was word-level questions and responses such as "Yeah?", "How?", "Go", "See the map", etc. Obviously, they needed to review simple functional language such as "Why don't we —— ?" "Let's go on." "Do you think —— ?", before they played the games.

In addition, it was necessary for students to be introduced to some specific vocabulary for certain programs. For example, simulation adventure games often deal with vocabulary that is not familiar to students, but is very important for playing the game. If students have to play the game without knowing the meaning of words that come up frequently, it is distracting and frustrating for them.

If there had been enough time in the elective class to introduce functional language or new vocabulary, it would have been helpful for the students. But, again, the goal of this class, to provide a relaxed language learning environment at the computer for 45 minutes, was well accomplished; many students wished the class could have continued.

The instructor herself commented that she enjoyed the class. She thought that computer programs were powerful enough to attract students and that some students showed unusual enthusiasm when working on the vocabulary building program or text reconstruction program. She also recognized that the seven Japanese students who were often quiet became more talkative. This was an experimental CALL class for her, she added, and she would like to try it again.

Even though the core and the elective classes provided very different situations for CALL in terms of purpose, students' levels, and class size, these two classes had three findings in common. The first finding is the importance of teacher management of group dynamics to encourage students to interact at the computer. This includes techniques to give every student a chance to operate the program equally, or to make the activity task-oriented so that all students in a pair or group can be involved in it. The second finding is that it is important to have an assistant in the CALL classroom. This doesn't have to be a professional assistant, but can be a student who has sufficient knowledge about the grogram to help others play. The third finding is the importance of pre-and post-activities for CALL. To be communicative at the computers, students need to have some preparation: appropriate language for communication with each other, simple knowledge of the program rules, preparation of the items which they are learning at the computer, and reinforcement and feedback on the items learned on the computer.

These findings seem to be essential points for CALL in any situation. Observations in the Intensive English Program at St. Michael's College verified that CALL can, with some considerations, be easily and effectively implemented by language teachers.

II. Why CALL can contribute to language learning in Japan

Currently in Japan, microcomputers are being actively experimented with and used in language classrooms for different purposes; In Osaka Jogakuin Junior College, using software called "Speech Animator," the coordinator of the pronunciation course has been creating and testing a

computer program for that course since spring 1992. CAI has been used for regular writing courses at Doshisha Women's College and Doshisha Women's Junior College since 1989 (Susser, Edasawa, Sugino, and Teele, 1992). In Sonoda Women's College, it was verified that students who worked on CAI courseware for speed reading improved more than those who learned speed reading through textbooks in a regular reading class (Hirao, 1991).

Here are some factors which make the use of computers in language teaching in Japan attractive:

A. Creating a most stimulating learning environment

For computer-beginner teachers, CALL may sound something scary that take their students away from the classroom and make them forget about their current lessons. It is true that, in CALL, students can learn language away from textbooks and enjoy visual presentations on the screen. However it's also fairly easy for an instructor to incorporate the language points that students are currently learning into the program using a simple authoring system. Thus, using programs which meet the needs of the instructor and students, CALL can increase new learning opportunities while fitting into the current curriculum.

One problem in language classrooms in Japan is it's very difficult to motivate students and get them talk in the target language. However, when playing with a computer program, students never get bored: Computer programs create magic on the screen, such as jumbling and reconstructing sentences, changing the plot in adventure games every time they are played, or asking for students' decisions to develop a story. Naturally Japanese students are put into the situation that they need to communicate with each other to play the program successfully. These are things that blackboards, textbooks, and audio and video machines

will never be able to do. On top of the screen's attractiveness, operating microcomputers by themselves excites and motivates Japanese students, who are accustomed to working in a regular classroom.

Another interesting benefit of CALL is that it helps overcome Japanese students' "error terror" (Scott et al. 1989). Scott et al. point out two characteristics of students in Japan, both of which result from the hierarchic relationship between the teacher and the student: One is the fear of making mistakes in front of peers and the teacher, and the other is the fear of asking teachers questions. They claim that, "A computer program, however, partly by virtue of the fact that it is not human, can release students from such impediments to their learning" (p. 57). The same result was observed in CALL in the Intensive English programs discussed earlier. In those situations it was observed that after getting accustomed to working with computer, even Japanese students no longer hesitated to solve problems by asking questions of their peers or the instructor in the target language. CALL programs can promote students' interaction and communication in language classrooms in Japan.

Ⅲ. Practical techniques for the communucative use of CALL

Now that CALL is coming into its own, techniques for increasing Japanese students' interaction and communication in the target language around CALL activities need to be explored. The emphases in this study are 1) how language teachers who are computer-beginners can implement CALL; 2) the basic principles which make CALL effective in EFL classrooms; 3) how CALL can expand the communicative language learning environment, not only in a lesson using computers, but also for the lessons preceding and following CALL activities.

The very first thing to be considered when communicative language learning is discussed is the difference between the ESL and EFL situations. The case reports of CALL in Intensive English Programs at St. Michael's Collage demonstrated a typical ESL learning situation: students are from various language backgrounds and the instructor is a native English speaker. In this situation, it was necessary for students to speak in the target language as a means of communication, if they wanted to enjoy playing togerher at the computer. However, in the case of the elective class, major language groups (seven Japanese students and four Spanish-speaking students) tended to revert to their native language and the instructor often had to encourage them to speak English. This is precisely the problem that affects communicative language learning in EFL classes where all the students in the classrom have the same language background; it is necessary to plan carefully and to implement strategic techniques to initiate students' communication around CALL activities in EFL.

From observations and from research in CALL literature, 6 basic concerns can be identified regarding the effective use of CALL activities.

A. Criteria for software
B. Training sessions
C. Pre- & Post-activities
D. Functional language
E. Group dynamics & tasks
F. Assistant system

A. Criteria for software

The main criteria for software are its attractiveness and simplicity.

In terms of attractiveness, we don't need excessive, spectacular graphics and displays which students are already used to in commercial software, but rather an effective screen presentation which enhances the content (Sanders & Kenner, 1983). Also, attractiveness refers not only to the screen presentation but also to the meaningfulness of the content. Software which offers realistic and meaningful language and situations and has options, such as an authoring system to let the instructor create the context, are ideal.

In terms of simplicity, basic keyboard work is crucial for Japanese students who, unless they are university English majors, are not familiar with typing on keyboards. Scott et al. (1989) mention that "simplicity of operation was one of the keys to creating a low-anxiety environment" (p. 52). Equally, simplicity of instruction such as entering and exting from the program, and simplicity of the plot in the case of adventure games, are to be taken into account.

B. Training sessions

Before starting CALL, it's necessary to take time to set up a training session for students, whether they are familiar with computers or not. An explanation of how to deal with hardware, software and the computer room in general can be given by oral instruction and/or handouts for future use. It is also a good idea to practice getting in and out of some programs at this stage; students without computer background knowledge will often panic when they can't even get into the program, and will lose motivation easily. England (1989), emphasizing the importance of orienting students to computer procedures, warns that, "To ask the user to concentrate on both content and hardware operations demands more than a classroom situation" (p. 36)

C. Pre- & Post-activities

As the observation in the Intensive English classes verified, if CALL is fit into an ongoing lesson, and if students are from the same language background, structuring lessons before and after CALL activities is a key to their effective use.

Presenting the lesson structure for a simulation game, Jordan suggested that a "Standard" procedure consisted of Warm-up, Briefing session, CALL activity, De-briefing, and Follow-up (1988, p. 148).

1. Pre-activities: Warm-up and Briefing sessions

The purpose of Warm-up is to provide schema related to the content of the program, by reading or talking. The Briefing Session is used to explain the CALL activity, to introduce new vocabulary which will be encountered, and to reinforce structures used in the program (See Jordan 1988). Learning new vocabulary is crucial to allow students to use the program and converse successfully. In addition, it is in this stage that EFL students should practice functional language which they need for actual use later at the computer. As for drill and pattern practice programs, if they are combined with a reading text or listening tapes, those text and tapes should be introduced in the pre-activity.

2. CALL activity

While performing the CALL activity, each lesson period should be devoted to working on the program in groups or pairs. The role of the instructor is as a facilitator at this stage, giving technical assistance, taking notes for feedback, encouraging students, and making suggestions (See C. Jones, 1986; G. Jones, 1986; Jones & Fortescue, 1987; Jordan, 1988).

3. Post-activity: De-briefing and Follow-up

In De-briefing, students have a discussion based on what they did or based on the worksheet they filled out during the CALL activity. They also receive feedback or comments on the quality of the language used during the activity (Jones & Fortescue, 1987, p. 66). If students are working on drill and pattern practice programs, the instructor should keep track of their progress and give feedback.

Jones et al. (1987) mention the value of CALL activities as a stimulus for discussion, planning, re-narration of the story, etc., in expanded activities, "The useful language is very much off-screen" (p. 74). When simulation games or adventure games are used, role-play can be a good way of initiating conversation. Jordan (1988), for example, suggested getting students to role-play the plot of the program and letting them have conversations, meetings, debates, and speeches during a CALL activity (p. 149). However, for Japanese students, having role-play in CALL activity can be overwhelming, so depending upon their language proficiency, the role-play is probably best placed in the post-activity.

As Follow-up, a writing assignment acts as a good round-up, and can be continued in the next lesson.

D. Functional language

While computer programs such as simulation games offer rich contexts for communication, many researchers who have analyzed students' speech claim that students tend to be too engaged in the program to be aware of practicing English (See C. Jones, 1986; Jones & Fortescue, 1987; Legehausen & Wolff, 1989). When working in pairs at the computer, students tend to communicate in "sub-standard English" (Jones & Fortescue, 1987), such as "Get key" "Go next room" and "Ask?". The

use of sub-standard English was also recognized in the observation in the ESL classroom at St. Michael's College. However, the power of simulation games to provoke interaction should also be noted, even if that interaction is in sub-atanderd English, and at times that in itself can be an adequate goal. This is another argument for conducting the pre-activities. If functional language used with programs is selected by the instructor and practiced by students in pre-activities, it will help to promote smoother communication.

From observation of CALL in ESL classrooms, two kinds of functional language that students need at the computer were found: one is simple terminology for operation of the computer, and the other is functional language for expressing their ideas. For the former, teaching basic commands for computer operation such as "Press Enter," "Boot up," "Delete," and "Move the cursor to the right" really help students if the instruction is being given in English. For the latter, the instructor who evaluates programs beforehand can narrow down certain language items such as expression of opinion, agreement, disagreement, suggestions, hypothesizing, etc. The purpose of teaching functional language is not to develop oral skills at random, but to have EFL students acquire language needed during the CALL activity.

E. Group dynamics & tasks

Papert (1980) states, "The best learning takes place when the learner is in charge" (p. 69). CALL fits the need by encouraging group dynamics and providing focused tasks.

Typically, when students are put in groups or pairs in front of microcomputers, the result is good, because they cooperate in helping and making suggestions to each other. Giving each of them responsibility is

also good; one student can be an operator and others take notes on the worksheet or run to other groups to get information about the program. However, it was observed in the ESL classroom, that there was always one student who wanted to monopolize the role of operator in each group. Being an operator is so much fun that there might have to be a rule about taking turns.

The easiest way to ensure that every member in the group works during the activity is to distribute a worksheet. For drill and pattern practice programs, or for word-guessing games, students write down answers and score themselves at the end. For simulation or adventure games there are questions to be answered, a map to be completed, and/or written clues about the game so that students keep working as they move along (See C. Jones, 1986). However, the worksheet tasks should not be overwhelming; communicating in the target language itself is a big enough task for EFL students.

F. Assistant system

When using certain programs for the first time, it is recommended to have an assistant in the computer room, regardless of class size. This is because when students are unclear about an operation, several questions for the instructor can arise at the same time. When students have become strongly motivated by a computer activity only to lose their motivation because of a technical problem, it's both disappointing for them and frustrating for the instructor. And there is always a possibility that even the instructor might need technical help.

At St. Michael's College, the instructors and professors can get technical support from staff at the Computer Resource Center anytime. In our observation of a CALL classroom, the role of the staff member from

the Computer Resource Center was important, especially at the beginning of the four weeks when students were not used to operating the computers. Students seemed to rely on this staff member and were thus able to relaxed. Even if there is no professional help, a student who knows the rules or the operation of the program is a great assistant in CALL.

When almost all the students are computer-beginners, one major, if simple, contribution of the assistant is to help with entering and exiting the program. The assistant can get the first screen on every computer up just before the CALL activity starts, and then exit them safely after students leave. In this way, students have to worry less about operation, and the instructor can make the most of class time.

Ⅳ. Model Lesson Plans

A. A lesson plan for the practice of modal verds expressing (im)possibility, necessity, and disbelief using "Sleuth".

1. Rationale

In this lesson, the software "Sleuth" was chosen as a program which gives both simulation situations and short texts on the screen, making it good for advanced students to practice speaking, reading and making judgements using modal verbs. The particular advantage of this program is that the player must make many guesses in order to win the game; students also need to communicate using modal verbs which are expressions of (im)possibility, necessity, disbelief, etc. In addition, as the program requires the player to type only short commands, it is suited to Japanese students who may not have very advanced typing

skills.

2. Class description

a. level of language proficiency: high intermediate

b. level of computer literacy: intermediate

c. size of class: 20

d. native language background: Japanese

e. age: 18−19 (university freshmen and women)

f. previous lessons: they have learned modal verbs such as "may," "might," "might have," "can," "could," "could have," to express (im)possibility, necessity and disbelief.

3. Materials

a. "Sleuth"

b. Pictures (OHP) & worksheet

4. Objectives

(a) To understand the use of modal verbs in context.

(b) To learn to be able to express (im)possibility, necessity, and disbelief using modal verbs in conversation.

5. Procedure

1st Day (Pre-activity)

(a) The teacher reviews modal verbs which the class has been working on from the previous lessons.

(b) Using OHP, the teacher shows a picture of a man lying on the floor (see Appendix A). He／she tells the students that they are sleuths and asks them to comment on the picture. The students are encour-

aged to use modal verbs as much as possible, such as "He might be sleeping", "He may even be dead," etc.

(c) The teacher adds some more pictures and encourages students to describe them using modal verbs.

(d) Students pair up with each other and draw pictures which describe sentences such as: "A girl is lying on the beach with three objects beside her." They exchange drawings with each other and make sentences with modal verbs to express the drawings. The teacher gives feedback on their modal verb use.

(e) The students are given some explanation about the computer program "Sleuth" with a written instruction (see Appendix E).

(f) The teacher introduces new vocabulary in the program, such as "magnifying glass", "murder", "accuse", "stalk", etc.

2nd Day (CALL activity)

(a) The teacher talks about the content of the program, and builds schema for the students.

(b) Students are put into pairs. They decide which one of them will be the operator to run the computer and which will be the secretary to fill out the handout (see Appendix B). The tasks for students are to keep track of the story and discover the murderer, and also to try to communicate with each other in English using modal verbs. For example; "This room must be the murder room," "He might have been telling a lie," "The pot could be the murder weapon."

(c) During the CALL activity, the teacher and an assistant go around the pairs and help them if required.

3rd Day (Post-activity)

(a) The teacher and the students discuss the CALL activity. The teacher could ask things such as whether or not the students liked the program, or what was difficult or interesting for them.

(b) The handouts that students bring back are checked. Using the handout, each pair reports to the class on how they completed the game or why they didn't win the game.

(c) The teacher assigns students to write a short detective story.

B. A lesson plan for the practice of giving directions using "Double-up" and "Jenny's Journeys"

1. Rationale

"Double-up" and "Jenny's Journeys" are chosen for the practice of prepositions of direction such as "Turn left on Y street", "Go across the street", etc. First, using "Double-up" and a map, students review expressions for giving directions in context. "Double-up" requires a little typing skill, but if short easy sentences are written by the teacher in the program, it will not be much of a problem for students to reconstruct them.

With "Jenny's Journeys," the students concentrate on communication while simulating driving a car in a town for a short errand. It doesn't require students' typing skills; it accepts short forms of commands such as "l (left)," "r (right)," "f (forward)," etc. This program mainly reinforces students' speaking skills.

2. Class description

a. level of language proficiency: low intermediate

b. level of computer literacy: beginner

c. size of class: 15

d. native language background: Japanese

e. age: 15−16

f. previous lessons: students learned prepositions to express location and directions.

3. Materials

a. "Double-up"

b. "Jenny's Journeys"

c. Handouts (maps)

4. Objectives

(a) To learn to be able to understand prepositions of direction in writing.

(b) To learn to be able to give and ask for directions.

(c) To learn to be able to read a map and find their way from one place to another.

5. Procedure

1st Day (Pre-activity)

(a) The teacher reviews prepositions.

(b) The teacher shows a map on the OHP (see Appendix C), and explains to students about the location of or direction to some shops or houses. Then she or he asks for directions to some of the places to elicit answers from students.

(c) The students are put into pairs and role-play a conversation between friends, between a person living in the town and a stranger, etc.

(d) The students are told that they are going to play "Double-up" the next day. A short explanation of how to operate the program together with written instructions are given to the students (see Appendix E).

2nd Day (CALL activity: "Double-up")

(a) Students work in pairs. Each pair is given the map of the town that they used in the previous lesson. The students are told that they are FBI agents and have to chase a spy through the town. Their task is to reconstruct several sentences which the teacher has input using the authoring system, and to trace the route the spy passes through on the map.

The sentences that students reconstruct are as follows.

1. Go out of the bookstore and go west.
2. When you come to Tenth Street, go two blocks south.
3. Then turn left on Main Avenue.
4. From here, take South Avenue.
5. Go to the bank and go east.
6. The spy is hiding in the building opposite the police station.

One student runs the computer as an operator and the other one takes note. They are allowed to interact with each other in their mother language because the main purpose of this activity is to reconstruct the sentences. This activity will probably be finished within 30 minutes, so the rest of the lesson can be used to give feedback.

(b) The teacher elicits answers from the students about the route the spy used and the students compare whether or not they got the route right. The students are encouraged to try to use English sen-

tences with the prepositions of direction they have learned.

(c) The class is told that they will practice asking for and giving directions in English the next day using the program "Jenny's Journeys." The teacher gives a short explanation about the program orally and distributes written instructions (see Appendix E).

3rd Day (CALL activity: "Jenny's Journeys")

(a) The teacher tells students that they are playing "Jenny's Journeys," and that they will drive a car to run an errand during the program.

(b) The students work in groups of three, one as operator, one as navigator, and one as commentator. This is likely to make the learning activity more effective by freeing their minds from unnecessary concerns.

(c) In this activity, the students' task is to communicate in English, giving directions and locations using sentences they have learned. The teacher goes around to the groups and helps them, or takes notes for comments in the following lesson.

(d) The students keep track of where they go for the errand on the map (see Appendix D).

4th Day (Post-activity)

(a) The class talks about "Jenny's Journeys." The class also exchanges comments about how well they communicated in English while using this program. The teacher gives feedback on students' linguistic performance.

(b) The teacher lets students try a short role-play. Using a map of aunt Jenny's neighborhood on the OHP, one of the students becomes Jenny and the other becomes a person who is a newcomer to

the town; they pretend they are standing on a street in the town. The student asks Jenny things such as "Excuse me, would you tell me how to get to the flower shop?" or "I would like to get a haircut. How can I get to a barber shop?"

Can language teachers successfully integrate CALL into their current lessons? From the analysis and discussion here, it appears that they can. First, CALL is attractive enough to motivate learners. Second, teachers can create their own texts by using authoring systems and make CALL fit into any curriculum. Third, programs such as simulation games create natural situations in which communication in the target language takes place, which has been difficult within the regular school EFL environment.

However, as CALL is still in the developmental stage, there are some trouble spots. The price of software remains high. More user-friendly CALL software needs to be developed so that language teachers can use it easily for their classes. There is a lingering sense of technophobia among some people, and perhaps CALL will never be suitable for them. But as using computers as learning tools becomes more natural, these current trouble spots will surely be improved.

Computers and software are new tools being used to create a language learning environment, just as other technical devices have long been used in Japan. With some planning of lesson structures, examination of program content, feedback and group dynamics, CALL can increase interaction among students and/or between the teacher and the students. Employed with imagination and creativity by teachers, microcomputers and software have the potential to create an interesting and fruitful environment for language learning.

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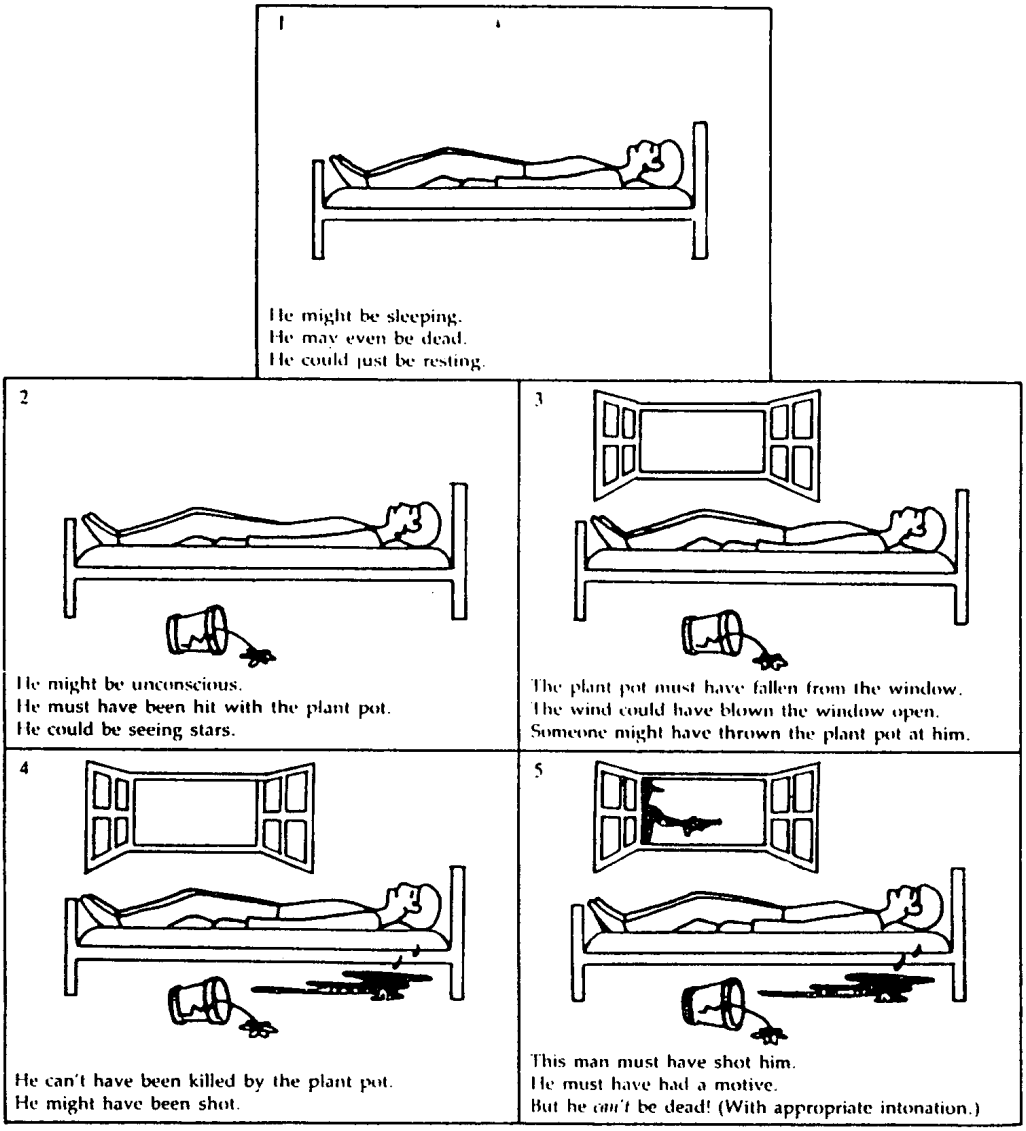
Software List

Double-up. Research Design Associates, Inc. (RDA-Mind Builders), P. O. Box 848, Stony Brook, NY 11790.

Jenny's Journeys & The Oregon Trail. MECC-Minnesota Educational Computing Corporation, 3490 Lexington Avenue North, St. Paul, MN 55126.

Hangman & Sleuth. PC-SIG, Inc. 1030D East Duane Avenue Sunnyvale, CA 94086.

Appendix A



From: *Recipes for tired teachers*, by Christopher Sion.
Published by Addison-Wesley Publishing Company (1985).

Appendix B

Where Were They on the Night _____ was Murdered?

Alibi

Suspect	With Who?	Where?
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

The murder room: _____

The murder weapon: _____

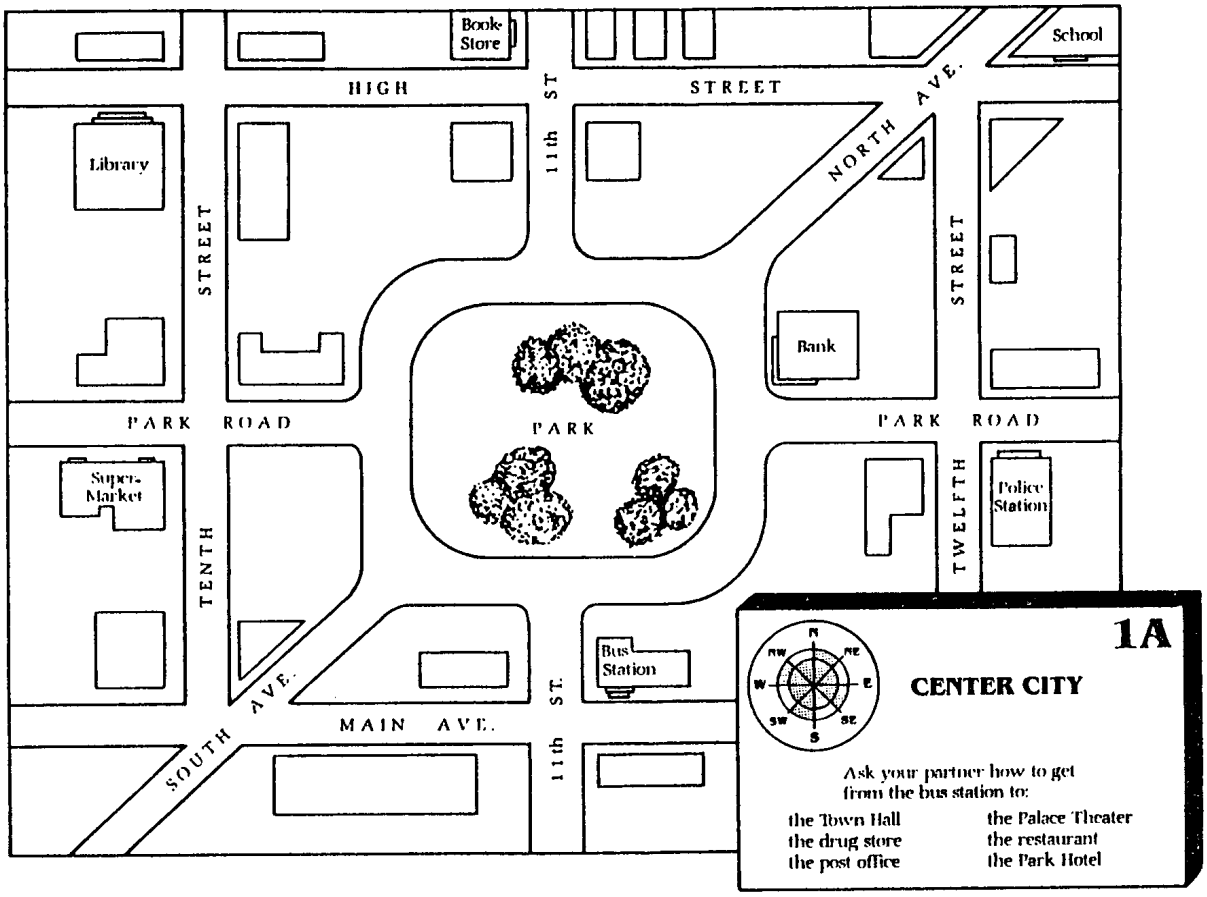
The murderer: _____

Key Words

guest list
examine
question (Q)
get
search
look at
gather
accuse

Appendix C

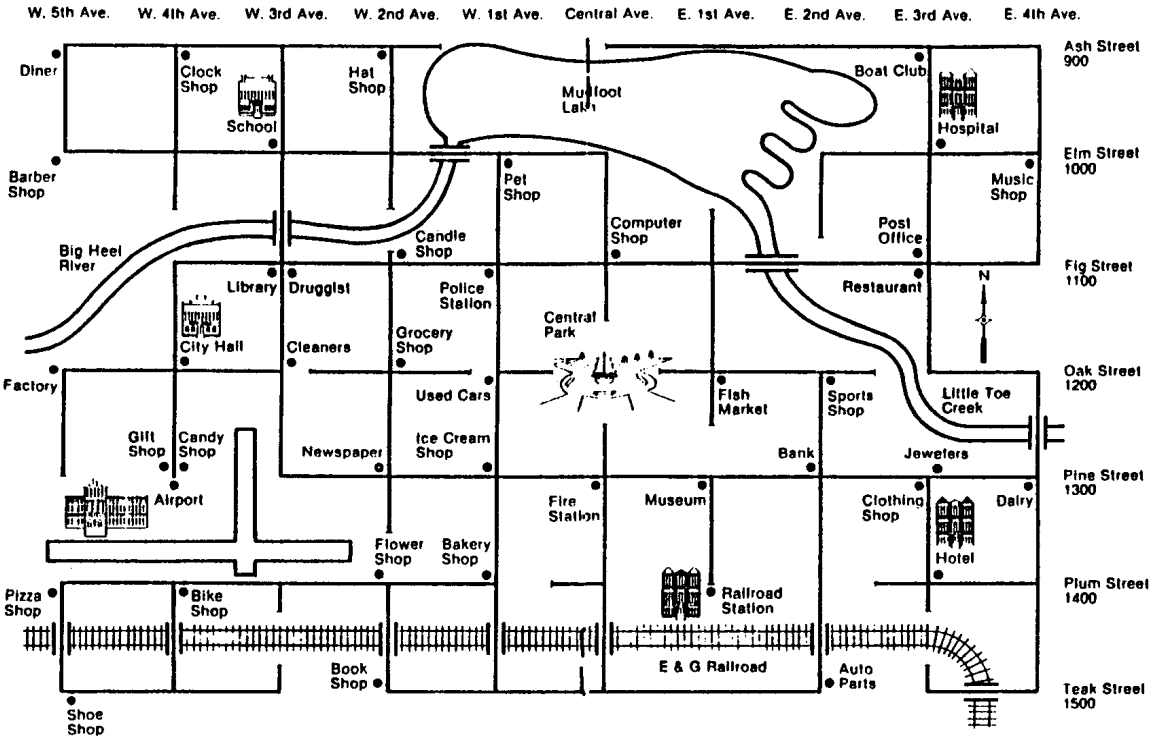
MAP ACTIVITY-1



From: *Talk-a-tivities*, by Richard C. Yorkey.
Published by Addison-Wesley Publishing Company (1985).

Appendix D

Aunt Jenny's Neighborhood



From: *Jenny's Journeys instruction booklet.*
Published by MECC (1988).

Appendix E

Instruction for "Sleuth"

How to start

1. Insert disk into drive B.
2. Type — D : \ > B: (press enter)
   B : \ > Sleutho (press enter)

How to exit

1. To quit in the middle of the program, press <F10>.
2. When the game is over, type either *quit* or *restart*.

Instruction for "Double-up"

How to start

1. Insert disk into drive B.
2. Type — D : \ > B: (press enter)
   B : \ > Double (press enter)

How to exit

1. Complete the sentence on the screen by yourself or by <F10> key. Type E (End) and then X (Exit).

Instruction for "Jenny's Journeys"

How to start

1. Insert disk into drive B.
2. Type — D : \ > B: (press enter)
   B : \ > Go (press enter)

How to exit

1. To quit in the middle of the program, press (Esc) key twice.
2. When the game is over, choose "End" in the menu.

What's the call on CALL?

Hiroko Ikenami

Nowadays, language teachers often hear and read about CALL (Computer-Assisted Language Learning) in language teaching journals. This paper, especially for language teachers who are computer-beginners but are interested in CALL, examines how microcomputers and software can create a new language learning environment in Japan. It also presents ideas on how to integrate CALL into current lessons using some simple software already on the market.

This paper consists of four sections: First, observations of CALL in Intensive English Program at St. Michael's College in Vermont, U.S.A., are reported and analyzed. Second, reasons why CALL has teaching potentials in Japan are discussed. Third, practical techniques for the communicative use of CALL for language classrooms in Japan are explored. Finally, two model lesson plans are presented to demonstrate how some software can be combined in different lessons for different teaching purposes and can create situations in which communication in the target language takes place. In the conclusion, some current trouble spots and potentials of CALL for both language teachers and learners in Japan are discussed.